



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2007 (Reports Revised October 2007)
ID: 11861450
District: Wiscasset School Department
School: Wiscasset Primary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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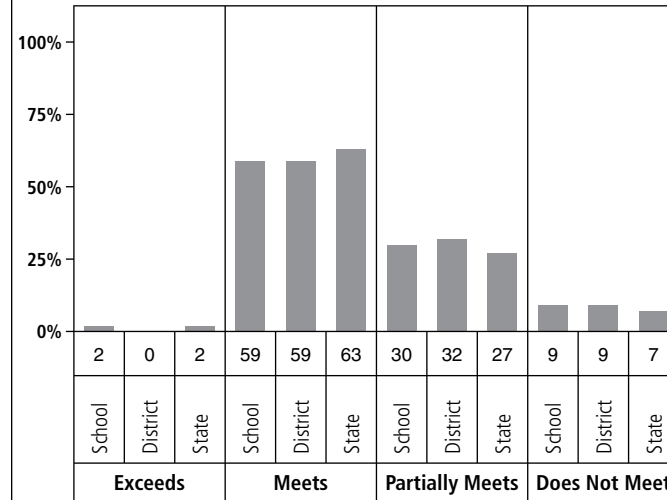
SUMMARY OF SCORES

Date: March 2007
Grade: 3
District: Wiscasset School Department
School: Wiscasset Primary School

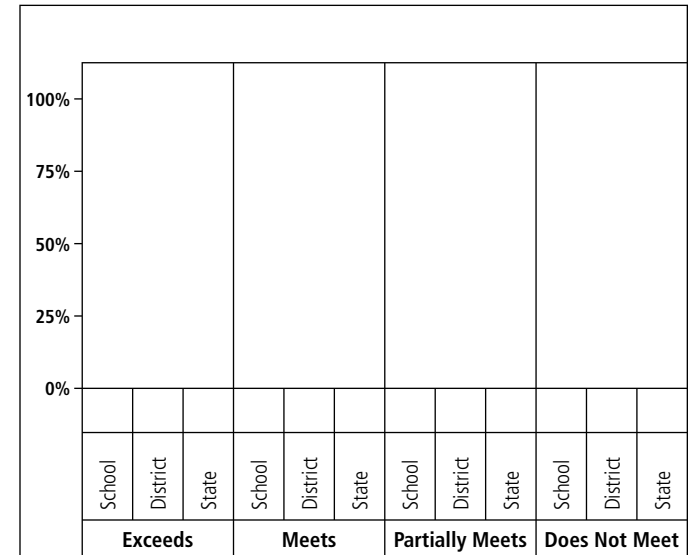
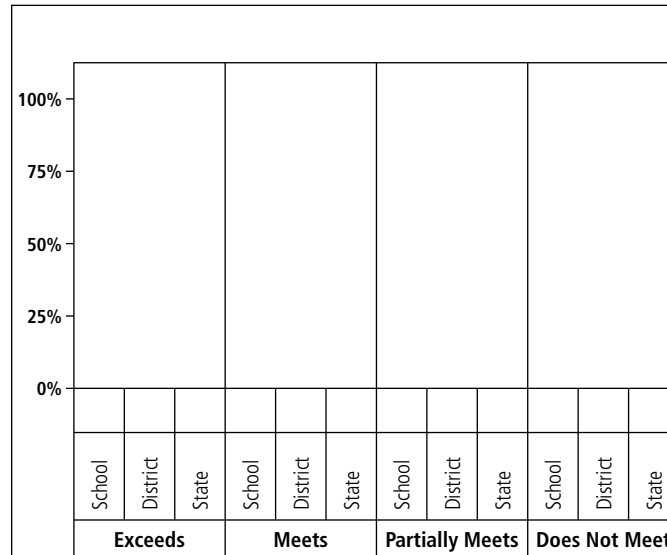
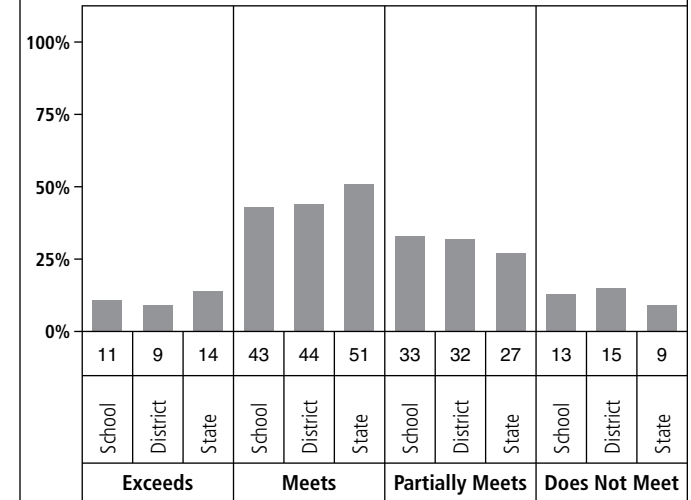
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	344	346	345
2006–2007	344	344	345
Cum. Avg. *	344	345	345
Mathematics			
2005–2006	345	345	344
2006–2007	344	343	347
Cum. Avg. *	345	344	345

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 3
 District: Wiscasset School Department
 School: Wiscasset Primary School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		46	100	34	100	14114	100	46	100	34	100	14000	99	46	100	34	100	14001	99												
Ethnicity	African American	0	0	0	0	374	3	0	0	0	0	367	98	0	0	0	0	370	99												
	American Indian/Native Alaskan	0	0	0	0	94	1	0	0	0	0	93	99	0	0	0	0	93	99												
	Asian/Pacific Islander	0	0	0	0	252	2	0	0	0	0	246	98	0	0	0	0	249	99												
	Hispanic	1	2	1	3	179	1	1	100	1	100	173	97	1	100	1	100	173	97												
	White	45	98	33	97	13196	93	45	100	33	100	13121	100	45	100	33	100	13116	99												
	Not Reported	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability		12	26	10	29	2445	17	12	100	10	100	2425	99	12	100	10	100	2422	99												
Current LEP		0	0	0	0	339	2	0	0	0	0	326	96	0	0	0	0	332	98												
Economically disadvantaged		20	43	16	47	5495	39	20	100	16	100	5447	99	20	100	16	100	5448	99												
Migrant		0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	36	78	26	76	11043	78	36	78	26	76	11094	79												
Identified disability (PET/IEP)	3	8	3	12	602	5	3	8	3	12	627	6												
LEP	0	0	0	0	162	1	0	0	0	0	169	2												
504 plan	0	0	0	0	99	1	0	0	0	0	101	1												
Participation with accommodations	10	22	8	24	2782	20	10	22	8	24	2747	19												
Identified disability (PET/IEP)	9	90	7	88	1659	60	9	90	7	88	1639	60												
LEP	0	0	0	0	156	6	0	0	0	0	162	6												
504 plan	1	10	1	13	59	2	1	10	1	13	57	2												
Other	0	0	0	0	936	34	0	0	0	0	915	33												
Participation through alternate assessment (PAAP)	0	0	0	0	168	1	0	0	0	0	160	1												
Identified disability (PET/IEP)	0	0	0	0	164	98	0	0	0	0	156	98												
LEP	0	0	0	0	1	1	0	0	0	0	1	1												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	7	0																		
Approved non-participation – special consideration	0	0	0	0	10	0	0	0	0	0	11	0												
Non-participation – other	0	0	0	0	104	1	0	0	0	0	102	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 3
District: Wiscasset School Department
School: Wiscasset Primary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006 2006-2007 Cum. Avg.	3	5	2	4	352	3
		1	2	0	0	332	2
		2	4	1	2	342	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006 2006-2007 Cum. Avg.	36	61	29	64	8641	62
		27	59	20	59	8691	63
		32	59	25	61	8666	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006 2006-2007 Cum. Avg.	17	29	14	31	3671	27
		14	30	11	32	3781	27
		16	30	13	32	3726	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006 2006-2007 Cum. Avg.	3	5	0	0	1163	8
		4	9	3	9	1021	7
		4	7	2	5	1092	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	27.9	60.7	27.5	59.8	28.0	60.9
Literary Text	28	61	17.5	62.5	17.3	61.8	17.9	63.9
Informational Text	18	39	10.4	57.8	10.2	56.7	10.1	56.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 3
 District: Wiscasset School Department
 School: Wiscasset Primary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	1	2	27	59	14	30	4	9	344	34	0	59	32	9	344	13825	2	63	27	7	345
Ethnicity																						
African American	0										0						360	1	40	34	25	338
American Indian/Native Alaskan	0										0						93	0	52	39	10	342
Asian/Pacific Islander	0										0						241	2	68	22	8	345
Hispanic	1										1						168	0	50	33	17	341
White	45	1	2	26	58	14	31	4	9	344	33	0	58	33	9	344	12963	3	64	27	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	1	8	8	67	3	25	335	10	0	10	70	20	335	2261	0	33	46	21	338
No	34	1	3	26	76	6	18	1	3	348	24	0	79	17	4	348	11564	3	69	24	5	346
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						314	0	35	34	31	336
Economically disadvantaged																						
Yes	20	0	0	8	40	10	50	2	10	341	16	0	31	56	13	341	5360	1	50	36	13	342
No	26	1	4	19	73	4	15	2	8	347	18	0	83	11	6	347	8465	3	71	22	4	347
Migrant																						
Yes	0										0						4					
No	46	1	2	27	59	14	30	4	9	344	34	0	59	32	9	344	13821	2	63	27	7	345
Gender																						
Female	22	1	5	12	55	7	32	2	9	345	17	0	53	35	12	343	6861	3	67	24	6	346
Male	24	0	0	15	63	7	29	2	8	344	17	0	65	29	6	344	6964	1	59	31	9	344
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	5	33	9	60	1	7	340	11	0	18	73	9	339	2092	0	36	48	15	339
No	31	1	3	22	71	5	16	3	10	347	23	0	78	13	9	346	11733	3	68	24	6	346
Gifted/talented program																						
Yes	0										0						174	16	83	1	0	355
No	46	1	2	27	59	14	30	4	9	344	34	0	59	32	9	344	13651	2	63	28	7	345

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 3
 District: Wiscasset School Department
 School: Wiscasset Primary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%		%	%	%	%	%		
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	340	0						5	1	41	40	18	340
B. less than one hour	67	1	3	19	61	8	26	3	10	346	68	0	61	30	9	345	80	3	66	26	6	346
C. one to two hours	26	0	0	7	58	4	33	1	8	342	29	0	60	30	10	342	12	2	60	29	9	344
D. more than two hours	4	0	0	1	50	1	50	0	0	340	3	0	0	100	0	334	3	0	30	41	29	336
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	22	1	10	5	50	4	40	0	0	347	21	0	43	57	0	345	27	4	63	26	8	346
B. They match some of what I have learned.	47	0	0	14	67	5	24	2	10	345	47	0	69	19	13	344	49	2	69	24	5	346
C. They match just a little of what I have learned.	22	0	0	5	50	4	40	1	10	342	24	0	50	38	13	343	16	1	57	33	9	343
D. There is no match.	9	0	0	2	50	1	25	1	25	341	9	0	67	33	0	345	8	0	45	39	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	48	1	5	12	55	7	32	2	9	345	44	0	47	40	13	342	42	4	67	22	7	346
B. good	41	0	0	11	58	7	37	1	5	345	44	0	67	33	0	347	46	2	63	29	7	345
C. fair	11	0	0	4	80	0	0	1	20	342	12	0	75	0	25	341	9	1	51	38	10	342
D. poor	0										0						2	0	30	48	22	337
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	27	0	0	6	50	5	42	1	8	341	28	0	44	44	11	340	22	1	50	36	13	342
B. about the same as my regular schoolwork	50	0	0	18	82	4	18	0	0	348	53	0	82	18	0	348	55	3	69	24	5	346
C. easier than my regular schoolwork	23	1	10	2	20	5	50	2	20	342	19	0	17	67	17	339	23	2	62	28	9	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	30	0	0	6	46	5	38	2	15	340	28	0	44	44	11	340	20	0	38	45	16	340
B. Most of the passages were about the same as what I normally read.	41	0	0	14	78	4	22	0	0	348	50	0	75	25	0	348	49	2	68	25	5	346
C. Most of the passages were easier than what I normally read.	30	1	8	6	46	5	38	1	8	345	22	0	43	43	14	341	32	4	70	20	5	347
How much time do you spend reading at home each day?																						
A. more than one hour	22	0	0	7	70	3	30	0	0	347	15	0	60	40	0	348	19	4	65	25	7	346
B. 20 minutes to an hour	54	1	4	11	44	10	40	3	12	343	65	0	45	41	14	341	47	3	68	24	5	346
C. less than 20 minutes	17	0	0	8	100	0	0	0	0	348	18	0	100	0	0	348	19	1	59	32	8	344
D. I rarely read at home.	7	0	0	1	33	1	33	1	33	342	3	0	100	0	0	356	15	1	51	35	14	342
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	20	0	0	3	33	5	56	1	11	342	21	0	43	57	0	345	26	2	57	32	10	343
B. six to ten pages	27	1	8	9	75	1	8	1	8	347	30	0	80	10	10	345	23	2	64	27	7	345
C. eleven or more pages	53	0	0	14	58	8	33	2	8	344	48	0	50	38	13	343	51	3	66	25	6	346
Optional school/district question																						
A.	100	0	0	0	0	0	0	1	100	330	0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Date: March 2007
Grade: 3
District: Wiscasset School Department
School: Wiscasset Primary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	7	12	5	11	1295	9
	2006-2007	5	11	3	9	1985	14
	Cum. Avg.	6	11	4	10	1640	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	32	54	23	51	6852	49
	2006-2007	20	43	15	44	6990	51
	Cum. Avg.	26	49	19	48	6921	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	15	25	15	33	4081	29
	2006-2007	15	33	11	32	3673	27
	Cum. Avg.	15	28	13	33	3877	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	5	8	2	4	1638	12
	2006-2007	6	13	5	15	1193	9
	Cum. Avg.	6	11	4	10	1416	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.4	49.3	7.3	48.7	7.7	51.3
Cluster 2: Shape and Size	14	29	10.1	72.1	10.2	72.9	10.5	75.0
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	3.0	60.0	3.3	66.0
Cluster 4: Patterns	14	29	9.1	65.0	8.8	62.9	9.8	70.0

Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 3
 District: Wiscasset School Department
 School: Wiscasset Primary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	5	11	20	43	15	33	6	13	344	34	9	44	32	15	343	13841	14	51	27	9	347
Ethnicity																						
African American	0										0						367	6	28	37	28	335
American Indian/Native Alaskan	0										0						93	4	42	40	14	340
Asian/Pacific Islander	0										0						247	16	51	22	11	347
Hispanic	1										1						168	7	42	32	20	339
White	45	4	9	20	44	15	33	6	13	343	33	6	45	33	15	342	12966	15	51	26	8	347
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	4	33	3	25	5	42	333	10	0	30	30	40	333	2266	6	34	39	21	338
No	34	5	15	16	47	12	35	1	3	347	24	13	50	33	4	347	11575	16	54	24	6	349
Limited English proficient students																						
Current LEP in first year	0										0						10	0	30	30	40	326
Current LEP beyond first year	0										0						321	4	28	34	34	333
Economically disadvantaged																						
Yes	20	2	10	4	20	9	45	5	25	337	16	6	13	50	31	334	5371	7	44	34	14	342
No	26	3	12	16	62	6	23	1	4	349	18	11	72	17	0	350	8470	19	54	22	5	350
Migrant																						
Yes	0										0						4					
No	46	5	11	20	43	15	33	6	13	344	34	9	44	32	15	343	13837	14	51	27	9	347
Gender																						
Female	22	3	14	7	32	8	36	4	18	341	17	6	29	41	24	338	6865	14	50	27	9	347
Male	24	2	8	13	54	7	29	2	8	346	17	12	59	24	6	348	6976	14	51	26	9	347
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	4	27	8	53	3	20	334	11	0	18	55	27	333	2098	3	37	43	17	338
No	31	5	16	16	52	7	23	3	10	348	23	13	57	22	9	348	11743	16	53	24	7	348
Gifted/talented program																						
Yes	0										0						174	63	34	3	0	366
No	46	5	11	20	43	15	33	6	13	344	34	9	44	32	15	343	13667	14	51	27	9	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 3
 District: Wiscasset School Department
 School: Wiscasset Primary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	2 67 26 4	0 5 0 0	0 16 0 0	0 13 6 1	0 42 50 50	1 7 6 1	100 23 50 50	0 6 0 0	0 19 0 0	336 345 341 341	0 68 29 3	% 13 0 0	% 48 40 0	% 17 60 100	% 22 0 0	% 344 341 340	5 80 12 3	% 7 16 12 3	% 38 52 50 26	% 34 26 28 34	% 21 6 10 37	% 339 348 346 332
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	35 37 20 9	5 0 0 0	31 0 0 0	6 10 2 2	38 59 22 50	2 5 6 2	13 29 67 50	3 2 1 0	19 12 11 0	350 343 335 345	35 35 21 9	25 0 0 0	42 50 29 67	17 33 57 33	17 17 14 0	348 341 335 347	37 44 13 6	20 13 8 5	52 54 45 30	22 26 34 40	6 7 13 24	350 347 342 337
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	29 52 19 0	4 0 0 0	33 0 0 0	4 9 4 4	33 41 50 50	2 11 2 2	17 50 25 25	2 2 2 25	17 9 25 25	351 341 338 338	28 53 19 0	22 0 0 0	33 47 50 50	22 47 17 33	22 6 33 33	345 342 337 337	40 46 12 2	21 12 6 3	50 53 46 31	21 28 36 40	8 7 11 26	349 347 342 336
How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	27 47 27	0 2 3	0 10 25	7 9 4	58 43 33	4 7 3	33 33 25	1 3 2	8 14 17	340 344 349	24 48 27	0 6 22	50 44 44	38 31 22	13 19 11	337 343 349	15 56 29	5 15 18	38 54 51	38 25 23	19 6 7	339 348 349
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	36 23 34 7	2 2 1 0	13 20 7 0	7 4 7 2	44 40 47 67	5 2 6 0	31 20 40 0	2 2 1 1	13 20 7 33	343 347 345 336	34 25 34 6	9 13 9 0	55 38 45 50	27 25 36 0	9 25 9 50	345 342 345 333	32 32 27 9	11 17 18 9	47 53 54 44	32 24 22 32	11 6 6 14	344 349 350 343
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	13 20 31 36	0 0 1 4	0 0 7 25	1 3 9 7	17 33 64 44	3 3 4 4	50 33 29 25	2 3 0 1	33 33 0 6	332 336 350 348	12 24 33 30	0 0 9 20	25 25 64 50	50 38 27 20	25 38 0 10	333 335 349 347	7 20 46 27	4 11 19 11	33 51 54 49	43 29 21 29	20 9 5 11	337 346 350 345
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	13 31 31 24	0 1 3 1	0 7 21 9	3 4 8 5	50 29 57 45	0 8 3 3	0 57 21 27	3 1 0 2	50 7 0 18	336 341 353 341	15 27 33 24	0 11 18 0	60 33 55 38	0 44 27 38	40 11 0 25	338 342 353 335	15 31 32 22	7 13 18 17	41 53 53 50	38 27 22 24	14 7 6 9	341 347 349 348
Optional school/district question A. B. C. D.	100 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1 1 1	100 100 100 100	324 324 324 324	0 0 0 0											